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ABSTRACT

In 1979 the Institute of International Education (IIE), a nonprofit organization that works on education programs in 145 countries and with U.S. colleges and universities, began a scholarship program for black South Africans wanting to study in the United States. The models workshop, held at the offices of the IIE in 1987, was made possible by the cooperation of IIE and U.S. colleges and universities on the South African Education Program (SAEP). Five professionals representing different program models addressed issues related to the origins and implementations of their programs and associated problems. Ten respondents also participated. Two black South Africans involved in educational issues presented comments from the South African perspective on the issues raised. The workshop explored the roles that U.S. colleges and universities play in offering educational opportunities to black South Africans. It looked at the many programs currently operating to see what works and what does not work. This report covers the following: developing links; problems in launching or implementing programs; reactions on U.S. campuses; consultation; and advice to others planning programs. Each section looks at correspondence/on site, career development, faculty fellowship, academic exchange, math/science teaching, discussion, and the South Africa perspective. An information request is included so readers may make suggestions on additions. (SM)

Information Exchange: Working Paper # 3

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A Models Workshop

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Edited and with
an Introduction by
Ann McKinstry Micou
April 1988

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Institute of International Education
Information Exchange

U.S.-South African cooperative programs to expand educational opportunities for black South Africans

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U.S. COLLEGE AND UNIVERSITY INITIATIVES
TO EXPAND EDUCATIONAL OPPORTUNITIES
FOR BLACK SOUTH AFRICANS:

A Models Workshop

FOREWORD

IIE's South African Programs

The Institute of International Education (IIE) is a New York-headquartered, nonprofit organization that works on education programs in 145 countries and with universities and colleges throughout the United States. In 1979, it launched a scholarship program for black South Africans to study in the United States. That program was the first of currently five IIE South African programs.

All of IIE's efforts in our South African Programs are motivated by a profound desire and will to help redress the catastrophic effects of the apartheid system upon educational opportunities for black South Africans.

Statistics abound. The brutal reality is, as one of our black South African colleagues said, "We have been denied everything."

Because one of the themes in this workshop report is exploring educational models "beyond scholarships," I would like to add a word about IIE's South African Programs.

This workshop would have been impossible had IIE not cooperated for almost ten years with U.S. colleges and universities on the South African Education Program (SAEP). This unique partnership--IIE, U.S. colleges and universities, the U.S. Government, private donors, the Educational Opportunities Council (EOC)--has brought over 575 black South Africans to the United States for advanced education and training in the sciences, engineering, agriculture, mathematics, economics, business administration, and related fields.

The success of this initial program has led IIE to expanded and privately-funded efforts--a church leaders project in collaboration with U.S. seminaries and theological schools; a small Namibian scholarship program funded by the Ford Foundation and U.S. university tuition waivers; a Career Development Program, based on the University of California model described in this report and sponsored by non-West Coast institutions; and the Information Exchange, designed to increase the knowledge base of South Africa-related education and development programs.

I want to commend the generosity and commitment of the U.S. colleges and universities that have sponsored this longest-standing model of U.S.-South African cooperation to expand educational opportunities for black South Africans--the South African Education Program.

Sheila Avrin McLean

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INTRODUCTION

The Information Exchange

The overall purpose of the Information Exchange is to expand educational opportunities for black South Africans. It serves primarily those who are designing or implementing educational programs for black South Africans and those who are interested in supporting or assisting those programs.

One of the ways that it achieves its purpose is to collect and then disseminate information through a database and to organize discussion forums and other meetings to share information. In this way it seeks to match needs and resources, to avoid duplication and overlap, to provide program models, and to answer questions about opportunities for black South Africans.

The Workshop

The specific purpose of a workshop held at the offices of the Institute of International Education on November 18, 1987, was to explore, using a range of models, the roles that U.S. colleges and universities are playing in providing educational opportunities for black South Africans.

The Information Exchange receives an increasing number of inquiries from colleges and universities around the United States, asking what they can do, beyond scholarships, to alleviate the educational crisis in South Africa.

Michigan State University's conference--"United States Initiatives for the Education and Training of South Africans and Namibians"--in November of 1986 stimulated a good deal of thinking and dialogue along these lines. MSU plans to publish, in early 1988, the report of the conference and a revised inventory of programs being implemented by U.S. colleges and universities.

We believed that our November 1987 workshop--investigating in depth some of the models that have emerged as outstanding in different ways--would serve as one complement to that survey.

We turned to five colleagues, each of whom represented a different program model, and asked them to address issues relating to the origins and implementation of their program and the problems associated with it. The five presenters were:

- Thomas Eakman, Executive Assistant Vice President for Academic Affairs, University of Illinois--faculty fellowship program. The purpose of the U.S. South African Faculty Fellowship Program is to

provide an opportunity for black South African faculty members to pursue their research interests at an American research university, using facilities and other resources not normally available to them. Thus, the faculty fellows will be able to spend most, if not all, of their time pursuing individual scholarly interests, whether such interests be postdoctoral investigation or doctoral dissertation research.

- Lawrence Keller, Director, Division of Extended Studies, Indiana University--correspondence/on site program. The purpose of the Indiana University/Khanya College project is to meet the needs of those academically able South Africans with limited options for university study by extending opportunities for them to pursue a university education.

- Jack Lochhead, Director, Scientific Reasoning Research Institute, University of Massachusetts/Amherst. The Institute is assisting Harvard University in a project with the University of the Western Cape (UWC) to develop supplementary text materials in math and science. The purpose of these materials is to improve pass rates on the Matric exam and expand access for black students to technical careers. South African high school students and teachers are directly involved in the co-development process.

- John Marcum, Professor, University of California at Santa Cruz--career development program. The purpose of the Career Development Fellowship Program, a nondegree training program jointly designed by the Educational Opportunities Council (EOC) and the University of California (U.C.), is to provide black South Africans with opportunities to develop skills and expertise, augment professional experience, and thus enhance individual capacity to contribute to the construction of post-apartheid South Africa.

- Ronald Turner, Special Assistant to the President, University of Missouri--academic exchange program with the University of the Western Cape. The objectives are to advance mutual understanding between the institutions' faculties and to develop cooperative mechanisms to demonstrate the ability of the participating universities to work together in teaching, research, and service.

We invited, as respondents, selected representatives of other colleges and universities, each of whom was at some stage of planning or implementing an educational program related to South Africa.

These ten participants were:

- Maggie Bangser, Trustee, Amherst College;

- Earl Davis, Director, Institute of Afro-American Affairs, New York University;

- Jack DeGioia, Dean of Student Affairs, Georgetown University;

- Francille Firebaugh, Vice Provost for International Affairs, Ohio State University;

- James F. Hornig, Professor, Dartmouth College;

- Walton Johnson, Professor, Rutgers University;

- LaMarr Kopp, Deputy Vice President for International Programs, Pennsylvania State University;

- Tony Marx, Member, President's Advisory Committee, Princeton University;

- David Wiley, Director, African Studies Center, Michigan State University; and

- C.T. Wright, Vice President for African Affairs, Florida Memorial College.

Alice Brown and Mark Quarterman represented The Ford Foundation, one of the major funders of the Information Exchange.

Finally, we were fortunate that two black South Africans, deeply involved in educational issues, were present to comment from the South African perspective upon the points raised. The South Africans were Buti Tlhagale, Deputy Director, Educational Opportunities Council (EOC), and John Samuel, Executive Director, South African Committee for Higher Education (SACHED).

The presenters were asked to address each of the five following issues, one by one, after which the participants and the South Africans had an opportunity to respond:

- How did you develop the first link that led to the program?

- What were the main difficulties you faced in launching and/or implementing your program?

- What was the reaction on your campus from various constituencies?

- Were you able to consult appropriately in South Africa?

- What would be your main advice to others wishing to start programs relating to South Africa?

The Results

The workshop explored the universe of programs currently in operation,

to discover what works and what doesn't. What are the possibilities, the pitfalls, the ramifications, and how can such programs be carried out in a manner that will most enhance educational opportunities for black South Africans?

The combined wisdom and experience of the U.S. speakers generated a number of specific lessons learned and some general themes.

Many commented on the interrelationship between educational programs and divestment issues. At the height of campus protests and pressures for divestment, students were critical of proposed programs that seemed to them to divert attention from divestment campaigns. Participants expressed a concern about sustaining an interest in the South African issue, and about its corollary, making promises that we cannot keep. Speakers suggested that U.S. universities and academics may have raised expectations too high and may have signaled that they can do more than they are willing or able. Too, serious domestic social issues in the United States demand a reassessment of the allocation of scarce resources. A short U.S. attention span may contribute to a relative drying up of money for South African programs.

Other concerns underlying the debate were evoked by the complex South African climate in which these educational initiatives are interpreted, judged, promoted, or rejected. A primary influence on the climate is the ambiguity surrounding the academic boycott, called for as part of the U.N. General Assembly Resolution of December 1980, as to what constitutes cultural, academic, sporting, and other isolation of the South African regime.

The opportunities disclosed by the discussions were based on the mutual benefits inherent in these educational innovations. Speakers saw implications for international education, in areas and situations beyond South Africa, and for programs for the disadvantaged in the United States. These South African programs are testing and strengthening notions of what U.S. educators can do.

The comments and analysis on the South Africans' parts echoed the spirit of the Guidelines that emerged from the MSU Conference--the need to consult with black South Africans and not to undertake any initiative that undermined the struggle against apartheid--but transcended and amplified them.

They focused on the dynamics of the U.S./South African relationship and the long-term influence that U.S. universities could have on the South African situation. They emphasized the intense nature of the link between politics and education. They reminded participants that the South African approach to the relationship is becoming more sophisticated, as South Africans begin to examine the benefits and the trade-offs of a relationship that is never neutral.

Criticisms of U.S. colleges and universities included their tendency to try to shape programs and institutions in their own image and to enter into consultative processes that start at a stage too late to consider the aspirations of black South Africans and often lack accountability.

Stressing a long-term strategy and perspective, they prophesied that the eventual political credibility of relationships will be grounded in the location of those relationships. In the long run, it may not be programs like the ones discussed in this workshop that make the difference, but the universities'--U.S. academics, intellectuals, students--ability to influence U.S. foreign policy.

The tension between U.S. participants' willingness to help and South Africans' wanting to accept the assistance on their own terms was palpable throughout the workshop. The difficulties, practical and ideological, of forging links were paramount in the discussions.

In distilling the six-hour meeting, we have tried to preserve the individual flavor of the thoughts expressed and the colloquial tone of the dialogue.

We are grateful to the U.S. presenters and participants and to the South Africans for their invaluable contributions to this enterprise. We respect more deeply than ever the time and patience and commitment they have invested in the educational crisis in South Africa and salute their efforts.

DEVELOPING LINKS

Career Development

When the divestment issue arose on the campus of the University of California, the University created two committees--one for investment questions and one for education issues. The faculty was asked to deliberate on what the University might do beyond its full participation in IIE's South African Education Program (SAEP).

The faculty committee, seeking the involvement of all its campuses, set about learning as much as it could about the educational situation in South Africa. John Marcum traced the seeds of the Career Development Program's origins to discussions within South Africa.

Those conversations touched on the need in South Africa for people with particular kinds of skills and experience so that, when opportunities should come for engaging in initiatives of one kind or another--"however things unfold"--there would be people trained and ready. Marcum described himself as being "impressed by the notion of the

equivalency of a black think tank capacity."

Subsequently, in California, an EOC representative visited campuses, saw programs, and discussed possibilities for a nondegree program. An international management consultant present at a meeting proposed funding the next step--testing the idea to see if what the university could actually offer matched what the needs were as perceived in South Africa.

An "iterative process" began, with an EOC staff member's visiting the various campuses, going back to South Africa to talk at that end, and so forth. This process ended ultimately in a joint proposal, which the faculty committee put forward to its own University and to other universities that had become associated with the program.

While the program is in an early stage, Marcum said its prospects are strengthened by the fact that its genesis was collaborative in nature. Because there are no examples of previous programs of this kind, they are venturing into new terrain, but "that's part of the challenge of all of this."

What they are doing in the Career Development Program may tell them something more general about international education, he said, and may, in fact, give them a model that could be used for other areas and other circumstances. It may "transcend the particular situation of South Africa."

In sum, the faculty committee members predicated their efforts on the assumption that they would not try to design something, beyond the scholarship program, that they themselves had decided was necessary, but would listen as carefully as they could to design something in consultation with black South Africans that would meet perceived needs there and that could change and adjust in a collaborative spirit as time went by.

Correspondence/On Site

The origins of this program lie in a visit that Lawrence Keller, then Director of Independent Study at Indiana University, made to South Africa in 1981. The U.S.-South Africa Leader Exchange Program (USSALEP) invited Keller, as a specialist in continuing education, to be a member of the USSALEP-sponsored Study Group visiting South Africa.

On the last day of his visit ("I can't tell you how the gods probably worked toward the development of this program"), Keller met with John Samuel, the Executive Director of the South African Committee for Higher Education (SACHED). At this meeting, they discussed possible ways in which Indiana University might respond to educational needs of black South Africans. Keller saw a specific way Indiana could respond through its Division of Extended Studies. This Division has had students from over 80 countries throughout the world and currently has about 8,400

students who have been admitted to its degree program. The idea was to involve South African students in taking a combination of independent study by correspondence courses with on-site instruction. These students would earn Indiana University credit that could be transferred to any institution in South Africa or the United States, much the same as any students, no matter where they are in the world.

It took five years of working back and forth, all kinds of meetings, and Samuel's coming to Bloomington several times before the program came together. It began its second year in 1987 and offers courses in economics, English literature, history, African history, mathematics, physics, and sociology. Geography and introductory psychology will be added next year. As of November 1987, 131 students are taking a total of 1,932 credit hours.

Faculty Fellowship

Eakman introduced his topic by pointing out that developing the first link in South Africa is important and, unless the program is traditional, may properly occur before the decision to do something, before the faculty vote, or before the momentum is very great on the campus. "What South Africa needs is best answered by South Africans."

The University of Illinois has divested, but its debate, prior to divestment, led the faculty and trustees to recommend that the University do more than what it was already doing in South Africa. The University therefore decided to expand its scholarship program (through the SAEP) and to offer sabbatical leaves to black South African faculty members.

In discussions on their campus, Illinois decided that it would, in the exploration stage, concentrate on a sabbatical program rather than a faculty exchange or sending Illinois faculty to South Africa. That decision was based on the idea that there would be a broader range of disciplines available by bringing South African faculty members to Illinois and that it would have "more of an impact down the road" by creating opportunities for faculty members who would spend their careers in South Africa.

Eakman consulted with David Smock, SAEP Director at IIE, who impressed upon the former what he already knew--"not to go in with full guns blazing"--and Smock pursued the idea with the EOC in South Africa. Thus, "it was really IIE that gave us the first link."

Academic Exchange

The point of origin for the development of the program between the University of Missouri and the University of the Western Cape started in 1985, during divestment determinations and policy reviews by the Missouri Board of Curators. The University's Task Force recommended that the University of Missouri move "beyond symbolism" and enter a situation

where, being educators, they "do what educators do best" and practice their skill and professional interests in concert with interested parties in South Africa.

A committee, appointed by the President, began to consult widely, first with knowledgeable people in the United States, in an effort to identify a South African university with which to attempt to develop an inter-institutional program. Missouri had decided, early on, that there was a narrow limit to what they could do--that they had limited resources and "could not cover the waterfront." And from that caution came the decision that they wanted to work with a single university and that it would be not a traditional English-medium "open" university, but a developing one, particularly one that was "progressive and showed momentum." The "steady and continuing" advice was that Missouri should try to work with the University of the Western Cape (UWC). (Founded in 1959 as a so-called "colored" university, after The Extension of University Education Act established racially exclusive, ethnic universities, UWC--dubbed "University of the Working Class"--attained full autonomy in 1984.)

The first delegation from Missouri--a team of four--went to UWC for a two-week visit, to "learn as much as we could." Two months later, Professor Jakes Gerwel, who had recently been designated Rector Elect of UWC, came to Missouri and signed a five-year agreement, the "first international agreement in the history of black South African education, institution-to-institution, with an American university."

Math/Science Teaching

The University of Massachusetts project, because it is an example of a collaboration between two individual faculty members, does not follow the same pattern as the others. According to Jack Lochhead, "the way I developed the link was that I sat in my office and tried very hard to avoid getting involved. People from the University of the Western Cape kept pestering me and eventually convinced me to get involved."

He subscribed to the point that, if an institution decides to get involved actively ("in a somewhat different mode from the way I did"), it is best to go slowly, to let out word of the interest through an organization like IIE, and then wait to see if someone from South Africa asks for assistance.

Although he believes that one is likely to "get into trouble no matter what you do," it is more troublesome if one comes up with some idea and tries to sell it over there rather than "waiting for them to come and ask you whether you can help them." In other words, he believed that educational efforts will only have "meaningful impact if they recognize and work within the evolving educational agenda set within South Africa."

Discussion

Mobilizing support

Walt Johnson requested advice on how to interest university administrations, private and state, in the South African education issue. He asked for a formula by which faculty and administrators who are not at the very top can act as a motivating force within their institutions for generating funds for activities of this kind.

Maggie Bangser recalled that, as Amherst College struggled with disinvestment, the debate never went beyond that. As it moved closer to divestment, a few pressure people in each constituency of the college decided to move beyond divestment to a more productive and constructive program. Representatives of three constituencies--a trustee, a faculty member, a seed group of students--started caucusing, trying to build a consensus on which direction they wanted to move toward.

Through each of their constituencies, they began to send out strong messages, singly and by lobbying the administration, in a unified effort to let the administration know the import of this effort.

John Marcum put forward a "dependency theory" notion--that the South African (divestment/disinvestment) issue had become a major phenomenon on campuses, one that was stimulating concern and engaging energies. If the U.C. education group had not proposed their program within such a context, that program might not have gone forward.

In his view, there were two incentives for sustained university commitment: one was the single fact that education is something that is a university's proper business--education is what it does and does well; the other was that, "if you do good things that are successful and that you can be proud of," there are payoffs, university faculty will be gratified, and administrators will see positive results in good public relations.

Keeping the issue alive

LaMarr Kopp asked what other institutions are doing to keep the South Africa issue alive, particularly on large campuses. He said that when Penn State divested, one of the strongest supports disappeared for continuing its SHARE program. ("SHARE: Penn State and South Africa" stands for Scholarships; Help with academic development; Academic exchanges; Review of equity holdings; and Educational efforts at home.) He said that only a few on the campus were talking about South Africa any more, although, fortunately, the administration had made a strong public commitment to continue the program.

The University is spending $200,000 a year on SHARE and he felt a moral commitment to maintain that. Referring to good intentions to

continue efforts for a long time, he said, "Eternity can be very short," and he did not feel the same wide support among faculty and students today. Students have come to him from other national groups asking for similar investments. He wondered if others have had similar experiences.

South African Perspective

Buti Tlhagale

Buti Tlhagale commented that developing links always takes time and that, on the South African side, there is always concern about the relevance of programs, whether in fact those programs are needed locally, and whether some programs are not just thought up by individuals and then imposed on the community as a whole.

In the Career Development Program, which is unlike any other in which the EOC is involved, consultation took place, both among U.S. participants, showing what schools could offer, and also on the South African side, where the EOC developed a wide network of people and organizations that believed in the value of such a project.

For a program to enjoy local support, he said, consultation has emerged as important; it also becomes meaningful to the people who are either going to promote the program or participate in it. It can take more than a year, just trying to make sure a program is worthwhile.

With the other programs in which the EOC is involved--the faculty fellowships with Illinois and the SAEP--the need for linkages was not so great, because the needs seemed obvious--people want to go to university for degrees; black South African teachers do not have adequate training and therefore need to improve their academic skills. Therefore, the need for the programs was there.

John Samuel

John Samuel raised an issue--one that he said would run consistently through his contributions during the workshop--relating to what was, initially, the "novelty" value of American interest in South Africa. Where, in the past, the reaction might have been, "Yes, very nice, we will take it," or, alternatively, "No, we won't have anything to do with Americans," a more sophisticated approach is now developing toward U.S. interest in South Africa. He said that one has to have both sensitivity and understanding of that, particularly in the light of quite clearly different interest groups' becoming actors in the South African situation.

He did not think it any accident that people are now paying more attention to ways programs get launched, who is involved, and what their agenda is. He said people should focus more on that, particularly on the area of trade-offs: " What do we get?" "What do you get?"

For him, that is the critical issue, because he said that "we need to be much more sophisticated in handling the issue: not simply that we want Americans to invest. No one invests in a neutral way."

PROBLEMS IN LAUNCHING OR IMPLEMENTING PROGRAMS

Correspondence/On Site

At Indiana, since the Khanya College initiative was consistent with their own existing correspondence program, the President and the Dean of International Programs indicated that the Division needed no further clearances within the University to establish an innovative program. They simply took the resources they had in place and extended them as best they could to the specific need in South Africa.

The major intellectual challenge they faced in setting up Khanya College was adjusting the content of the curriculum to meet the needs in South Africa. It was more than simply changing dollars to pounds or pounds to rand.

Another problem was ensuring faculty perspective on what they were attempting to do. They had independent study course syllabi available, which they sent to John Samuel so that he and his colleagues at SACHED, as well as professors at the Universities of Cape Town and of the Witwatersrand (open but predominantly white institutions) could look over the content and make specific adaptations.

Other difficulties were caused by administrative details--Indiana was on the semester basis; South African education, on the British yearly system. This posed problems in terms of numbers, terms, credits.

Still another problem concerned the determination of grades. Indiana faculty had some difficulty agreeing with tutorial grades from South Africa. It was important to Indiana that, if it were to be Indiana credit, what the faculty put down as the final grade was, in fact, the Indiana grade. The University had existing relations with white students and predominantly white institutions in South Africa and believed that the Khanya College students (all blacks) should not be treated any differently from white students in South Africa--taking the courses from Indiana University and then having the transcript sent to a white institution in South Africa, where it is interpreted and evaluated by admissions officers there in the usual way.

Similarly, students who transfer from the University of Cape Town or some other institution and who come to Indiana University with prior credit would be evaluated by Indiana's own admissions office and determinations made in terms of transfer of credit. And so they felt

that if their work with Khanya College were credible, it shouldn't be any different.

Faculty Fellowship

The main difficulty facing Illinois was starting something to which they would have a long-term commitment. They did not want to start something they could not finish.

Second, they had a problem at the beginning with the dissemination of the availability of the program. In the first year, they had only 20 applicants; in the second, not many more. They have increased their efforts and are using several avenues, but they are concerned that demand will exceed supply. They want to ensure that every black faculty member in South Africa will hear about the program.

Another difficulty faced was the range of disciplinary expertise among the faculty members. Most of their seven fellows have been well-grounded--people they would have been proud to have on their own faculty. In only one case, the fellow did not have sufficient expertise and they found themselves unprepared for the requisite quick restructuring.

What they learned from that experience, however, was that this faculty fellowship program could be just as useful to people who are not so well prepared as "our traditional senior scholars." In fact, one of the participating universities in the consortium has decided to focus on faculty members who need a different kind of experience to advance or start up their research programs.

Illinois also discovered that the time frame for notifying fellows of their selection was too short. Fellows currently do not hear until six months prior to the sabbatical. Illinois would like to be in the position of making their selections one year in advance. That way, a dialogue could flourish among a faculty member and colleagues in the host institution and the prospective fellow, to get a better idea of what the fellow wants to do and allow time for proper arrangements.

Finally, a minor problem involved travel costs. Some fellows are able to buy their tickets, to be reimbursed when they arrive; for others, that creates a cash flow problem. While one can save money buying the tickets in South Africa, it is difficult for a university to send money in advance.

Related to this financial implication is the fact that, as the EOC does more for the program each year, its administrative costs are growing. Illinois covers all the administrative costs and does not want to ask the universities in the consortium to share in the administrative burden.

Academic Exchange

Given the narrow focus and the depth it hopes to develop in its relationship with UWC, the University of Missouri had difficulties related to criteria for its exchange program. These criteria specified an inter-institutional relationship of "mutual benefit," and primary attention is being paid by both universities to developing bilateral initiatives. For example, faculties at both universities were asked at the outset to submit proposals for exchange activities, and these proposals served as the original focal points for further planning.

Defining "mutual benefit" is one of the hardest questions faced by both Missouri and UWC, and representatives are developing sensitivity to the needs and objectives of their counterparts as the process continues.

The "atmospherics" in South Africa--especially at UWC--create another challenging problem for Missouri because, no matter how they try, no matter how they listen, no matter how many times they communicate, it is difficult for University of Missouri representatives to understand completely the climate in which UWC must operate.

Turner identified developing trust as another problem. On a recent trip to UWC, to meet with its new committee on international linkages, he was asked to address a mass meeting of 200 people, including students. One student challenged him: "Whose side are you on--the ANC's or the Government's?" He replied: "I am on UWC's side. Whose side are you on?" As he pointed out, many questions in South Africa remain unanswered.

Another problem is that the South African Government's policies seem designed to keep UWC off balance--and the new Government regulations, which make university subsidies contingent on action by universities to curb campus unrest, provide a good example. It is difficult for both Americans and South Africans, separated by half the world, to try to work closely with colleagues whose attention is being diverted toward these more pressing matters.

Again, prior to the initiation of its agreement with Missouri, UWC was not structured to deal with the intense inter-institutional development that this new relationship requires. As a direct result of its agreement with Missouri, UWC has developed a secretariat for international linkages and has added the international linkage issue to the Senate agenda. On the Missouri side, the participants' lack of sufficient experience in South Africa was a problem at the outset--a problem that is being corrected by increased communication, inter-institutional visits, and wide consultation among participants.

Still another problem is communication, because it must be so frequent. Fortunately, electronic communications have been available for document transmission both ways and for telephone conferences. Beyond this, the volume of proposals, schedules, resumes, and committee reports

has been tremendous, even in the formative stages of development.

Changes at UWC since the appointment of a new Vice Chancellor and the appointment of the Rector's Committee on the University of Missouri effort have intensified the need to articulate, justify, defend, and reaffirm initial agreements and expectations. Under the leadership of the Rector's Committee, UWC has "gone public" with its relationship to Missouri.

UWC staff members are stretched to the limit, and this program creates new burdens for them, when they literally have no more time to do anything.

The question of the academic boycott, the threat of being isolated by the outside world, also contributes to the difficulties. As a result of the Missouri program, UWC is developing a Senate policy relating directly to their criteria for international linkages. The Missouri linkage, being the first of its kind for UWC, has raised policy questions that must be resolved by the Rector's Committee and by the Senate, even as the faculty exchanges take place.

Math/Science Teaching

At the point of launching, deciding whether the people with whom the program has linked have political credibility in South Africa was the biggest problem facing this initiative. In Lochhead's view, anything one does in South Africa has "a high chance of backfiring and ending up doing more damage than good." He believed that risk is something that should be faced at the beginning.

No one can know what the Government is going to do next. Without knowing what is going to happen, one might develop a scenario in which any particular action could do more harm than good. Thus, "having confidence in the people with whom you have linked and in their political credibility is important."

Once implementation started, the biggest problem he encountered in the United States was with black South African students studying in the United States. He found that anything conducted by a white U.S. professor might be viewed with tremendous suspicion by politically able, articulate black South African students in the United States, who might voice their concerns at the higher levels of university administration.

Career Development

With the Career Development Program, Marcum conceded one probably does not yet know what all the difficulties are, but he outlined certain categories.

One concerns the problem of translating and transmitting what the

potential program capability of the campuses is, that is determining and making clear what these programs can cover and conveying this information to South Africa. He said that he was working with IIE to describe more successfully and fully the potential of the program and to convey this in an accessible form to South Africa. It is difficult as well for candidates to conceptualize in advance of coming to the United States what it is that they want to do.

Another challenge concerns the development of a range of suggested model programs. These can then be circulated in South Africa to help generate imaginative and appropriate applications. Central to the program is the role of a faculty mentor who designs an individual's program. However, the generation of programmatic notions may be advanced in general by having the responsible EOC staff person periodically visit campuses in both the University of California's and IIE's consortium in order to talk to people in programs, get new ideas, reject inappropriate ones, explore--in sum, gain a first-hand knowledge of the institutions involved and their capabilities.

With this kind of in loco interaction, new ideas emerge: "You get going in conversations and you find: We never thought of that; this would be relevant; this wouldn't." Together with IIE, California will be testing with the EOC how to design new program models and to use some that currently exist, and to disseminate the information.

The fact that the program, which started solely as a University of California effort, became national raised the issue of assigning fellows to different institutions. The University of California and IIE have begun to sort out this task collaboratively as the effort expands to more institutions across the country.

Within the University of California, discontinuity of leadership presented a transitional problem. As the program developed, new chancellors were named at four campuses, meaning that new campus leadership had not "bought into" the original decision endorsing this program. The new chancellors need to be educated about the program. A need for continuity of commitment is a concern that all the programs share. Changing personalities or changes in leadership could disrupt a program if it has not been firmly established.

One area that has not been a problem so far is that of finding faculty mentors who will contribute their time but, in most instances, will not be receiving extra pay. The U.C. faculty committee, however, has pressed the systemwide and campus administrations to view this service as part of the academic personnel record relevant for promotion and tenure. It is important that administrators recognize it as important and "give a clear signal on that score."

Discussion

Continuity

On the issue of continuity of effort on campuses, McLean reported that the President of Michigan, in leaving for Princeton, has made a three-year forward commitment to continue the Career Development Program at Michigan.

Mutual benefit

Tony Marx suggested that, on both sides, people run the risk of looking for easy ways to conduct these kinds of programs. Perhaps, because they all have a set idea of what programs look like in the United States, it is easy for them to export them or import people to participate in them. He said there is the danger of "letting themselves off the hook too easily."

Part of the mutual benefit of these programs, he said, is to explore alternatives, new ideas, new methodologies, and new curricula, to negotiate the big questions: What are legitimate subjects for instruction? What are legitimate ways to teach people about them?

Some of the skepticism from South African students in the United States may stem from a suspicion on their part that there is too much "parachuting in" and too much taking programs from here and placing them there, or expecting institutions there to look more like institutions here. If people were to think more in terms of exploring alternatives, that might change the way they think about programs.

Johnson added that the predominant language in this country about engaging in South African programs is always cast in terms of altruism or moral obligation, with too little focus on potential benefits to us.

Raising expectations

Marcum mentioned the difficulties in the United States, "where we are at a new conjuncture"--notably, facing financial limitations, an election year. He expressed the worry that the United States--both through the Government and private institutions--has at times signaled that it is likely to do more than it is going to do. Funding for South African programs could shrink, like the country's attention span. This country tends to be short-term in its thinking, he said. He argued that, while time must be spent trying to understand and be responsive to the political realities of South Africa, all concerned must recognize that there are complex and difficult problems in the United States, too. It means, he said, "that we who are committed have to work a lot harder, and be very realistic and strategic in our thinking as we do so."

Short attention span

David Wiley emphasized the short attention span of the United States. He believed that "we are already on the downward side of excitement about southern Africa...and divestiture actions." His concern was that, in general, the quality of American training of African graduate students is "poor," because it is not oriented towards their needs. He believed this to be true for South African student programs as well. How, he asked, do we increase the quality of the funding and the quality of the programs?

Domestic pressures

Commenting on domestic pressures to address the social concerns of urban areas in the United States, Keller said that Indiana has historically been committed to a global view of extending the resources of the University throughout the world. Now they are being asked to reassess their commitment.

At Rutgers, too, Johnson said faculty and administrators have pointed out that they have racial problems at their own university--for example, affirmative action and student relations problems. Why, then, focus on South Africa is a nagging question.

South African Perspective

Buti Tlhagale

Buti Tlhagale said that the programs under discussion are seen in South Africa as political--they do not happen in a "vacuum," but are affected by the changing political mood in South Africa. Given that education is a political area, people want to know who controls educational programs.

He said: "With all the tension surrounding programs, there are no easy answers to what is right, what is advisable." And so people keep on trying new initiatives.

He recalled that when it first began establishing scholarships with USAID, EOC was accused of being an extension of the U.S. Government. The motive of the sponsors will perpetually be in question.

In fact, he said, the very students criticizing programs in South Africa are being questioned by some people about whether students should go abroad.

Once a program has started, some of the problems that have been outlined can be resolved with ease. Thus, consultation to assure acceptability and linking with credible South African institutions is key. But it is difficult for outsiders to handle well the issue of which

South African institutions are relevant and which are not.

John Samuel

Samuel wished first to restate the intense nature of the relationship between politics and education in South Africa. It dominates the lives of people in South Africa, primarily because the key actors on the front line of change tend to be students and young people. Education is looked at much more closely in South Africa than in other societies.

He described it as interesting that, at the last conference of the National Education Crisis Committee (NECC), a resolution was passed setting up a committee to examine the issue of external scholarships. He said one could detect, in talking to some students, a rekindled mood to be "anti foreign scholarships," a belief that South African students should not leave South Africa, certainly not on the present scale.

What concerned him was that very little attention is paid to where all this external educational activity is headed. What is the commitment of the universities to the larger political vision in South Africa? He said that South Africans are saying to the United States, "Yes, we want a partnership, but we want a partnership based on the understanding that partnership is leading to institutional independence. We want to hold your hand for a short while and, after that, we want to walk down the road by ourselves."

This understanding has been informed by a particular political vision, and U.S. universities need to understand that. Their tendency is often to want to shape South African institutions in their own image.

He said that perhaps South Africans need to limit their expectation of what universities can to do because, for example, he does not know how many university people have, even in the United States, a relationship with community-based organizations and an understanding of the relationship between establishment institutions and community-based organizations on the forefront of change.

He stated that, while there are certain initiatives that South Africans conduct with establishment universities, the eventual political credibility of a program--"which is what a lot of you seem to be concerned about"--will depend on the kind of relationship one has with mass-based organizations in South Africa.

The crux of the issue, he said, was the ongoing viability of foreign intervention on the side of those who are fighting for change in South Africa, so that when students come to say that foreign scholarships are not acceptable, their relationship with mass-based organizations would enable them to have that political credibility.

Lochhead asked how, given the distance, a U.S. institution could have

a strong personal connection with thousands of people in a community-based organization, when U.S. universities are best capable of creating links to individuals or institutions of higher education. U.S. universities are somewhat divorced from the community-based organizations, but the U.S. groups can have links to individuals who have credibility within the community-based groups.

Francille Firebaugh pointed out that people in higher education are more comfortable with relationships between one higher education institution and another. They do not have practice in other settings.

Samuel acknowledged that it was not an easy problem to solve, because there is not a homogeneous group of community interests, but conflicting interests within that arena as well. So, although he conceded there were no easy answers, he saw developments that began to point toward the possibility of establishing organized relationships rather than necessarily individual ones.

He cited, for example, the joint educational research project set up by the University of the Witwatersrand (WITs) and the National Education Crisis Committee (NECC). Administered jointly by NECC and Wits, it constitutes a fifty-fifty sharing that represents a useful structure with which to establish some kind of relationship.

Individual relationships are valuable, Samuel went on, because they expose one to further possibilities, but "one has to look at a more structured relationship, especially if one is taking the long-term view of the South African situation." He said it was crucial, if any intervention were to be useful, to take a long-term perspective.

In South Africa itself, he said, people are gradually coming around to the fact that strategies developed against the long-term perspective will be different. In the end, he concluded, irrespective of the strategy developed, it will be the ability to survive--as conditions worsen--and the ability to survive will be grounded in where the relationship is located.

REACTIONS ON U.S CAMPUSES

Faculty Fellowship

The reaction to this program has been positive. Illinois has had a sabbatical program with foreign visitors for years: it is part of the university; universities have visitors for mutual benefit; and it is a program that will be unlikely to wane.

The reaction from members of the consortium has also been

enthusiastic. The program, for both post doctoral sabbaticals and for faculty members who want to complete their dissertations, should always be needed.

The reaction from the faculty has also been positive, said Eakman, and, while the program had not done all that it needed in terms of coordination, each year "it became a more enriching experience for all of us."

As a measure of the affirmative response on his campus, he described what will be their third major program. They are going to sponsor--and try to raise money for--alternative learning centers in South Africa that are being set up by UWC Professor Merlyn Mehl (who was one of the first Illinois fellows). The partnership between the University of Illinois and UWC came about because the creator of Plato-II, who is at Illinois, will provide discounted hardware to the regional centers.

Academic Exchange

Reactions have been varied on the four University of Missouri campuses. Most students pay little attention, although some activists originally discounted the program as an "effort to divert attention away from the divestment isssue." Missouri students who were critical at first are now attending open meetings with educators from UWC, and they are asking good questions. They also hear good answers that deepen their understanding of UWC and its role in South Africa. This process of raising critical questions confronting the future of South Africa and the nature of the relationship between UM and UWC is beneficial to expanding the knowledge of Missouri students.

Some faculty members, who have opportunities to participate directly, have experienced difficulties deciding whether to get involved. Those who do sometimes find it necessary to explain their participation to family members, colleagues, and friends. Some faculty members, unfamiliar with UWC, were reluctant to participate for fear that their participation might be seen as supportive of South African Governmental policy.

Others, including outstanding members of the faculty, write thoughtful proposals and are eager to become involved. The best proposals for working with UWC are tentative ones, because they reflect faculty realizations that they cannot offer a proposal with built-in solutions. As more Missouri faculty members become involved, their experiences contribute to the growing support for the effort. They are also good representatives of Missouri in South Africa.

Math/Science Teaching

Scholarships and sabbatical programs for South Africans to come to the United States are less likely to raise major questions than would

working directly with organizations in South Africa. Lochhead's experience has been primarily in the latter, although he was involved in bringing over some South African teachers for a two-week summer institute for math teachers in Massachusetts.

Five teachers came, as an experiment, to find out if their needs were satisfied by the sort of program that satisfied the needs of American teachers. He found that the program worked very well and that problems in mathematics education are similar.

That program did not generate much interest, although some, who did learn about it, thought it was "wonderful." Others criticized the selection mechanism and thought a South African selection mechanism should have been used, even though he explained that it was an experimental activity with no long-term implications for the mechanism.

Another reaction was the resistance that some African or South African students give to any program involving South Africa, based on the allegation of violation of the academic boycott.

Another type of resistance, he reported, came from black American faculty members who felt that the whole black education movement in the South was a "terrible evil," because the liberal Northern resources that went into building those institutions, when there was apartheid in the southern United States, had the net effect of delaying the crisis that finally resulted in the degree of integration existing today.

By analogy, in trying to help institutions in South Africa that are educating blacks, these same black academics--whose positions are "well thought out"--felt "we are delaying the crisis and we are doing evil." Lochhead did not subscribe to that position himself, but he believed it one to which thought should be given.

Career Development

Initially, within the U.C. system, there was considerable suspicion of the educational initiative, because it was viewed as a possible excuse for not confronting the investment question. Marcum had to explain that investment and education were two separate issues.

From the students' point of view, there is probably not a great awareness of the program, Marcum said, although he is trying to make sure that at least all South African students, whatever program they are in, know about the Career Development Program so that, when the fellows come--for a shorter period and therefore with a rapid adjustment need--these students can help them access whatever they need on the campus.

In other words, he looks to the South African students as resources and partners in the initiative. The response, so far, has been very

positive. (There has been a similar response in the portion of this program administered by IIE.)

The response from the faculty concerning their mentoring roles has been very good. He said they have also undertaken to create, on each campus, a kind of support committee--someone from the foreign students office, someone from housing, persons from key administrative and support services.

Every campus has a different structure, even within the University of California, but through a systemwide coordinator an effort is being made to inform key people about the program and difficulties that might arise. Good people are volunteering their assistance at all the campuses. He said that "all the way up into middle administrative levels, where we need support, we have found a very good response."

Correspondence/On Site

Since Indiana was utilizing resources it already had, and was not creating anything substantially new, it could keep the program very low key. The University simply accepted Khanya College students as they would any other students.

While it was not looking for "banner headlines," some publicity was generated by the project when the National University Continuing Education Association (NUCEA) and the American College Testing Program (ACT) gave them an award for the most innovative program of the year. This publicity has resulted in other institutions' wanting to know how they could tie in to what Indiana is doing.

Because the program kept a low profile, many trustees and senior administrators had not heard of it. During their divestment debate, the University held a teleconference, linking up with key people around the country and with then-Bishop Tutu in Johannesburg. In the course of Bishop Tutu's comments, he mentioned that one of the most fascinating projects being undertaken was Indiana University's Khanya College project.

Keller said that, as a result, many positive events occurred--statewide editorials; a long, positive editorial by the student newspaper. Most essential of all, the new President, who has a history of involvement in these kinds of issues, is strongly supporting the project. Keller believes this "bodes well for a continued great interest and response from Indiana."

Discussion

Attitude toward programs

Quarterman was not surprised at the suspicion with which South African programs are viewed, both by black South African students here

and by American students. United States policy towards South Africa has not been viewed positively, the predominantly white institutions in South Africa are not seen as reaching out and serving the disadvantaged communities around them, the programs are viewed as being undertaken in lieu of divestment, and, finally, they are seen as "short-term liberal reactions" to an issue that, while "hot" today, may be replaced in a year by Central America or China.

Allocation of resources

Quarterman complimented the Career Development Program for its community involvement--"the excitement and commitment brought from South Africa energize programs here." The Fellows can serve, he said, to "make us more aware of problems in disadvantaged communities here."

While this awareness might result in less money for South Africa programs, it could result in larger amounts spent on disadvantaged communities in general. He cautioned against raising expectations on the part of South Africans, because there is potentially a small amount of money available--"sources are drying up."

IIE's Career Development Consortium

Speaking from the perspective of IIE's "non-West Coast consortium," McLean described the process of inviting universities to participate, saying that, in addition to full financial support for each fellow, the critical elements were the apprenticeship or in-service training with community organizations, the mentor for each fellow, and the campus coordinator with overall responsibility for the program.

She expressed her amazement at the number of outstanding programs that were immediately offered, commenting particularly on the Princeton case. As both Marx and Quarterman were at Princeton when the decision was made to participate in the Career Development Program, she asked them to explain how Princeton was able to provide such a well-designed program that would add something of value to the life of a mid career person from South Africa with only a high school education and with life experience quite different from that of most Princeton students.

Princeton's experience

Marx attributed Princeton's success to a combination of the divestment issue--Princeton has not fully divested and is building a positive program--and individuals--the President's commitment and the campus coordinator, who "is willing to spend the time, do the homework, make the connections, and make sure the Fellow's time is well spent." The other key factor was the President's Advisory Committee, made up of a lot of experienced people who consulted often with South Africans like Samuel and Tlhagale. This committee considered at least a dozen proposals which it rejected, even though the University had the people

and the resources to do them, and acknowledged that it was not an expert in terms of alternative conceptions of education.

Georgetown's experience

Jack DeGioia said that, until it divested, Georgetown's motivation for its involvement in South African-related programs--even its participation in the SAEP--was constantly questioned. He attributed the ability of the SAEP to continue on campus to a "wonderful, credible" SAEP student.

Michigan State's experience

David Wiley reported on two negative reactions to Michigan State's program, which is graduate education for South African refugees, "part of the pool backed up in independent Africa."

The first source of "negative mobilization" was students, largely IIE-administered, coming from within South Africa, who have run out of funding and do not like their exclusion from the MSU program because they are not refugees.

The second negative reaction is from the refugee students, who accuse MSU of dealing only with the "status quo," with the students who are approved to come out by the South African Government. They want to know why they are excluded from the IIE program.

Education in the Frontline States

Wiley heard a third negative reaction last January in Harare, at a meeting of vice chancellors and presidents from universities across Africa. In the face of physical and economic attack, they are cynical about U.S. programs to help South Africans. They see themselves as "absolute periphery," and, at a time when their university needs are in crisis, the wealth of the United States going to the "semi-periphery," which is already "dominating and now raiding, undercutting, their own viability."

One of these presidents complained to Wiley that there seemed to be "no cognizance at all in the United States" of the 15-year-old Association of African Universities' policy that undergraduate education be completed in Africa and that whatever hard currency resources exist in the United States should be reserved for scarce-skill graduate-level training. They also want U.S. help in building their own graduate programs.

Wiley summed up by saying that the rise of programs for South Africa, at the same time that programs and excitement for Frontline State universities have declined in U.S. universities, combined with the African economic crisis and the lack of consultation with the Association of African Universities, have led to some cynicism and bitterness. The

African universities have appealed to U.S. institutions to work with them to increase Frontline State university resources and, at the same time, train more South African students in African countries. "For the cost of one undergraduate educated in the United States, you can educate ten at the University of Zambia."

Marcum cautioned against "either/or" propositions. To the degree possible, he thought any number of approaches were desirable, although he conceded that "we have to deal with scarce resources."

McLean expressed several reactions to the issue of undergraduate versus graduate education and where it should take place. One was the issue of academic standards in the admitting universities in African countries; following the British pattern, their standards were sometimes too high to admit many of the South Africans who apply. The second was the political issue of South Africans' returning with impunity to South Africa after studying in a country like Zambia. A third was the necessity to consult in South Africa about the dynamics of this approach and what its impact would be on the educational system within South Africa.

Foreign Donors

She turned to the aid programs focused on South Africa of other governments and of government-sponsored private programs--for example, the EOC-administered undergraduate scholarships in Britain. She recommended relating what the SAEP is doing, what the Association of African Universities wants, to what the international donor community is already funding. She encouraged participants to keep abreast of the worldwide context and "keeping each other informed."

Rutgers experience

At Rutgers, Johnson said that well-meaning and committed faculty members are concerned about the apparent contradiction between, on the one hand, total boycott and disassociation with South Africa, and linkages with South African institutions, on the other.

South African Perspective

Buti Tlhagale

Buti Tlhagale explained that the British program--BRUFS--was started two years ago because there was virtually no school operating in South Africa while, this year, everyone is back at school. There has always been, in South Africa, a kind of opposition to undergraduate studies done outside South Africa because of the age of the students.

He observed that South Africans, as a whole, have very little experience about the rest of Africa and what people think about various

programs. He thought it would be useful if there were an effort to coordinate and agree upon what programs were advisable and acceptable.

Finally, he expressed a concern about students, already in the United States, who are referred to the EOC for further funding. "This puts us in a very awkward position," he stated, "because we cannot just pick up students on the street." He hoped that the impression would not be given that there are scholarships available for everyone who applies. Students who are misinformed about resources become very bitter, he said.

John Samuel

Samuel raised two issues. One concerned "maximizing resources" in relation to the scholarship issue. Strengthening the universities in the Frontline States would seem to go contrary to the interests of many donors "who would rather see their dollars and pounds spent in the home countries." He urged the use of resources in the sub-region for a number of reasons, not the least of which was that a strengthened southern Africa is going to affect, on a long-term basis, change inside South Africa.

The second related to the question of reaction to South African involvement on the campuses. He stated that the critical issue is "where U.S. universities will stand when the conflict in South Africa grows," because the United States will be a key actor, "despite protestations to the opposite," and it "may not necessarily be in terms of how many students universities bring out, but the way in which you have the capacity to influence policy here in the United States."

CONSULTATION

Academic Exchange

Missouri's consultation process in South Africa started with the UWC Rector and fanned out to include members of the faculty, Student Representative Council, University Council members, other university campuses, foundation representatives, and observers from the private sector.

The most substantive part of the consultation process was carried out by UWC representatives, who have consulted with the Congress of South African Trade Unions (COSATU), the National Education Crisis Committee (NECC), and the United Democratic Front (UDF), seeking reactions, ideas, and observations related to the UM/UWC program. As events change in South Africa, as UWC and Missouri become more involved in what they are trying to do together, the dialogue with communities served by UWC is expected to continue, said Turner.

Math/Science Teaching

With the U. Mass. program, Lochhead said that the process just described summarized his experience with UWC. The situation changes on a daily basis and the consultation process is "very much ongoing."

He then applauded this workshop and the conference at Michigan State as "good vehicles for consultation." They have provided opportunities for talking with people he would not otherwise have met and for giving a sense of a "broader connection."

Career Development

Marcum reemphasized a slow, deliberative, consultative process, despite a university administration's need for "fast results." The program is much more likely to last, he said, if everyone "sees the mutuality of interest and has bought into it." The "structure may be intricate, but, in the final count, you all have a commitment and involvement and want to make it work."

Correspondence/On Site

On consultation, Keller reiterated his interest in the Indiana faculty and tutors and the Khanya College staff's spending time together. Further, he mentioned that communication with other programs--Malaysia, for example --has been greatly facilitated by "fax" mail; he hoped that the process of fax mail can be introduced into the Khanya College Project.

Faculty Fellowship

Eakman commented that other programs described at the workshop require more consultation on what the community feels is a need before one figures out if that matches a university's mission and resources. Because the Illinois program was more traditional, less consultation was needed.

Discussion

Relationship of UWC programs

When asked by Firebaugh about the relationship between the two UWC programs, Lochhead explained that they were not connected. Turner elaborated by saying there were several initiatives under way by individual faculty members at UWC and that, having visited the campus, he was confident that the "vibrant energy and activity there" was conducive to such professorial initiatives within the context of the UWC policies on international linkages. But Turner noted the difference between individual faculty initiatives and more broadly-based institutional initiatives.

Mechanism for consultation

Marx identified the need for some mechanism, currently not in existence, to "solidify or institutionalize" the consultation process. He pointed to a number of knowledgeable people in the United States--the funding community, the lobbying community, political organizations both inside and outside of the country, for example.

Role of HBCUs

C.T. Wright spoke as a representative of a different type of U.S. institution--not a large research institution, but one of five historically-black colleges and universities (HBCUs) located in the southern part of the United States. They have formed the American Black College Consortium (ABC).

One of the problems ABC has encountered was convincing, not only South Africans, but also Americans, that the HBCUs have the ability and the credibility to offer effective programs.

Since the founding of HBCUs, in 1837, they have excelled at training teachers. For that reason, they took a teacher-training focus in South Africa. Even so, they have difficulties because the problem is so massive. Seventy percent of the black teachers in South Africa do not have high school degrees or have not passed matriculation. ABC wants to have an impact on 70,000 teachers.

While the program was launched four years ago by one of the participating institutions, Shaw University, it only became a reality last year. They had a problem identifying a group in South Africa with which to be associated. Because of their history as an HBCU, they chose the African Teachers Association of South Africa (ATASA).

Wright then raised the question of the role of U.S. HBCUs in the process of providing education for South Africans. He found, in talking and meeting with educators in South Africa, that they were looking, not for traditional training, but for something "different." Speaking on behalf of the ABC Consortium, he expressed its interest in collaborating with some of the existing programs and the research institutions represented at the workshop.

Marx said he would like to see Princeton and other universities turn for advice to groups like the American Black College (ABC) Consortium, which have "so much more expertise" than Princeton in questions like reaching out to the minority community and in addressing the national decline in minority university enrollment.

Sending white students

Jim Hornig wondered about the virtue of having white American

students study in South Africa for an extended period, or having liberal white South Africans spending time in the United States. He said that, in terms of Dartmouth's impact, the kinds of people who are now attending Dartmouth may end up running companies and Government organizations and that influencing their policies, therefore, might have the greatest impact.

Bringing black students here or sending white students there, said Johnson, is not just a matter of whether it is desirable or worthwhile, but a question of allocation of resources. While he deemed all exchanges "good," he did not think it justifiable to invest resources in bringing or sending white students, given the history and extraordinary needs of black students especially in South Africa but also in the United States.

Quarterman objected to the idea of sending "white" American students to South Africa, when there are black students, Hispanic students, at U.S. universities. White South African students also have greater--"it is difficult to express how much greater"--educational opportunities in comparison to black South Africans.

He felt strongly about the question of sending American students to South Africa. Some have very deep commitments--beyond the "country-of-the-month exciting junket"--but he wondered about others and whether the expense of sending them would be paid off "by having one more person advocating rational foreign policies."

Marx added that good American students are already going to South Africa through the Fulbright program, which usually sends half a dozen a year through its regular ongoing Government-approved program.

Georgetown experience

The Georgetown experience with consultation differed, said Jack DeGioia, because, being in the District of Columbia and being Roman Catholic, they were required to do more consultation in their city and in their church. "Many people are involved in our programs related to South Africa and have a stake in what Georgetown is doing. It is necessary, therefore, for us to spend a considerable amount of time keeping them informed about our programs."

Georgetown's program currently has four Americans teaching in integrated Roman Catholic high schools in South Africa. DeGioia said that, while they do not have the resources of the bigger institutions, they took their cues from the Church. The Bishops' Conferences of the United States and South Africa both requested Georgetown first to work toward orderly divestment from U.S. companies doing business there; and second, to educate Georgetown's students about the situation in South Africa; and third, the Catholic Institute of Education proposed that if Georgetown wished to help inside South Africa, to send recent graduates who could work as teachers in the integrated Catholic high schools, which

are outside of the Government system.

After two years of extensive consultation and being assured that they were doing the right thing by the Roman Church, the South African Council of Churches, and the progressive black leadership, they started to discuss the idea with their students. There are now four in the program.

The planning expense was significant, but running the program cost very little because the students paid their transportation and the local schools in which they are teaching provided their room and board. Their other resources go into different scholarship programs--SAEP is one--but he does not believe they could justify being in the country right now if it were not for the fact that they are with the Church and could guarantee, at a reasonable risk, the safety and security of their students. They have had opportunities to affiliate with universities in South Africa, but they don't think that is the place for them right now.

South African Perspective

Buti Tlhagale

Similar consultation exercises have not been pursued in South Africa, Tlhagale said, except in the area of funding concerns. In that case, some people have come together to try to anticipate and discuss what the Government is going to do next.

John Samuel

Samuel found the question about sending (U.S.) students to South Africa hard to answer, because of the different motives--going to South Africa out of choice, going out of a sense of having to be there, submitting to the laws of South Africa. He saw different problems for white students and black students.

Turning to the topic of historically-black universities, he reminded the group that, in the 1880s and 1890s, some of the first Christian black leaders of South Africa were educated in black colleges in the United States. This movement, associated with the early independent nationalists, went beyond Christianity and education into the broader political arena. He argued that, because of the "common agenda" and that long and important historical link, black colleges could have a significant role to play in South Africa.

He warned that black colleges will have to work at it and that they should not assume, simply because they are black, that they will have credibility in South Africa. "They will have to work at restoring that historically-important traditional link."

He returned to U.S. policy on South Africa: "That is where, even in terms of other colleges and universities, the long-term influence will

be, because we are going to need as many friends as we can find as the conflict intensifies in South Africa."

Addressing the issue of consultation, he asked what sort of consultation people were talking about--consultation to gain greater political credibility for the program or to gain professional insight for the program? He said these different kinds of consultation get confused, because people are so eager to gain political acceptability that they end up with people on the outside deciding who passes the political test.

In his view, this is "dangerous territory to be walking through: it is a land mine for us; I'd hate to think what it can mean for outsiders."

Consultation has a "second layer," he said, and that is accountability. "There is no point in coming to talk with somebody and not being accountable to them in the end." He pointed out that consultation is a two-way process, but that, often, the process occurs when an idea has been well developed and the ability to interact with an idea is limited.

The reason for consultation is to be able to determine where the program fits into the broader perspective. He used the example of SACHED's work with trade unions. Part of the consultation process is to determine the union's plan and how SACHED fits in, rather than the reverse, "because that links very clearly to future accountability." After determining the union's plan, SACHED matches its resources to the spectrum of trade union needs. The development of a course--for example, on the history of trade unions in the Soviet Union--is negotiated, so that there is ongoing consultation at the professional level.

Applying this lesson to American/South African relationships, he found that too often the obverse happens--the Americans have a plan that the South Africans must fit into, although he made clear he was not "underestimating the attention you give us." While there is some mutuality of interest, the South Africans' aspirations have not been considered, because the plan originates at a different point. "The consultation then begins at that stage of the plan, at which we are somewhat at a disadvantage."

ADVICE TO OTHERS PLANNING PROGRAMS

Math/Science Teaching

According to Lochhead, the vision that has been articulated in South Africa under the name of people's education--and that is going on in SACHED and NECC--is "far more exciting and forward-thinking" than anything he has heard articulated in the United States. It is of

interest primarily to universities that have invested a great deal of time in thinking about disadvantaged students and their making the transition between a shaky high school preparation and the capability of doing university work.

He called this "high risk, high pay-off educational venture" something that is "really exciting" for Americans who are interested in working on the problems of education for the disadvantaged and looking at an education that "really empowers the individual as opposed to making the individual fit like a cog into a big machine."

He reminded the group that the South African education system comes out of the British system and that it "has held some very high standards." He has found some high school students in South Africa better-prepared than their American equivalents, at least in the math and physics area.

He hastened to say that millions of South African students outside the urban areas are receiving a very inadequate education, but, working with matric students, he found a high degree of determination and of rigor in their background that was "really refreshing" from the perspective of someone who has been working at a major U.S. university with a fairly open admissions policy that takes a wide collection of students, some of whom "have pretty shaky preparations."

Career Development

Marcum observed that, out of the collective wisdom of the day, had come a variety of approaches. He saw the needs for additional information and research on all of the programs. He described the participants as engaged in worthy attempts to respond to a particularly acute problem. "We are being tested," he said, "in terms of how innovative and how sensitive we can be in initiating projects for a particular need." He posited that what these programs are doing in relationship to South Africa may stretch our ideas about what the U.S. educational system can and ought to do "should the country decide once again that education is more important than other things we spend our money on."

His final point was that there is a need for research, careful monitoring, and sharing of what is being done, citing this workshop as an example of "a way we have begun to do this." "When we flop," he said, "at least we can tell ourselves about it...when we do the wrong thing, John (Samuel) can tell us here quietly. We need a cumulative sense of knowledge and experience. We may find this can be profitable to all of us in ways that we do not know at the moment."

Correspondence/On Site

Keller said that, when he was consulting in South Africa, he asked

for advice on educational initiatives. One man replied: "American institutions do not really make a big difference. Individuals, making individual initiatives and using individual energies, make the difference." And, knowing what John Samuel has done, that notion has permeated Keller's thoughts.

His advice was, one, to try to do the very best job and it will make a little difference--not change the whole perspective of South Africa, but, for the individuals within the program, it will have a life-lasting value.

The second piece of advice was to remain low key. And the third was to ensure continued communication, so that the original mission--the goals and objectives--are continually kept in focus.

Faculty Fellowship

"Stay close to your mission, to where your strength lies," advised Tom Eakman. By doing that, he said, the experience provided is richer, it expands the base of institutions that would become involved, and, by staying close to your mission, "you are less likely to have the rug pulled out from under you" when enthusiasm wanes.

Finally, he invited anyone interested to join in his consortium, "if you decide not to get involved in any of these other fine programs."

Academic Exchange

First, Ron Turner advised "picking the objects of our attention in South Africa very carefully," and, having chosen those institutions or individuals, "take your cues directly from them." He said that, as one listens and observes and tries to understand the cues and the messages, overt and covert, "trust develops to a point that those cues reinforce themselves."

He underscored the determination and discipline required in the relationship. "It is contrary to what we do here, where we continually want to adjust and modify. There, we have to focus and focus narrowly."

The third point had to do with being sensitive to South Africans' politeness and, going beyond that, being candid and open. "If we don't get past the level of politeness, we may deceive each other inadvertently and we can't afford that, nor can the South Africans."

"Be sensitive to what UWC calls 'bilateralism'--the trade-offs, the two-way street," he continued. "Take nothing for granted. None of our assumptions, conditioning, or acculturation applies. Maintain your autonomy, while respecting the autonomy of the person or institution in South Africa with which you are working."

He concluded: "Most importantly, listen, be patient, and do the best you can to focus on fundamental educational issues."

INFORMATION REQUEST

The information contained in this Inventory will be continually updated and expanded.

If you know of any additions that should be made, please note them here, tear out, fold in thirds, and mail to the address on the back.

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U.S. College and University Initiatives to expand Educational Initiatives for Black South Africans, 4/88

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